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ABSTRACT

This report, annually prepared by the Executive Director of National Occupational Information Coordinating Committee (NOICC) for the NOICC Career Development Training Institute, provides current information on its performance. It identifies issues that require attention, and informs the Board of any NOICC management or policy decisions that may affect the content, direction, or conduct of CDTI activities. It also includes a background of CDTI, its organizational structure, program achievements and initiatives. Each program is given a brief background description and current status. Statistics supporting planned individual training are provided. It announces the termination of NOICC as of June 30, 2000 and enumerates the programs that will stay in place. (JDM)

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REPORT TO THE CAREER DEVELOPMENT TRAINING INSTITUTE BOARD

BY

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WASHINGTON, D.C.

NOVEMBER 20, 1999

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Report to the Career Development Training Institute Board

By Juliette N. Lester, Executive Director
National Occupational Information Coordinating Committee
Washington, DC
November 20, 1999

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I. ABOUT THE REPORT

This report is prepared annually by the Executive Director of the National Occupational Information Coordinating Committee (NOICC) for the NOICC Career Development Training Institute (CDTI) Board. The purposes of this report are to bring members of the Board and other interested persons up to date on the performance of the NOICC CDTI, to identify issues that require attention, and to inform the Board of any NOICC management or policy decisions that may affect the content, direction, or conduct of CDTI activities. As such, the report provides a basis for discussion among Board members both of past performance and potential direction. This report is public and is shared with a substantial audience beyond the CDTI Board itself.

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II. BACKGROUND

In 1991, the CDTI was established by the Congress through appropriations to the NOICC. Its purpose, as defined by the Congress, was to "train personnel in assisting students to understand themselves in the context of their career development, to be aware of the world of work, to understand the linkage between academic skills and work-related skills, and to make effective career decisions."

The goal of the CDTI has been to create in every state the capacity to provide training in the theory and practice of career development to persons who play a role in facilitating the career development, or transition to employment, of individuals in their care. Such persons include counselors, guidance personnel, teachers and school administrators, placement interviewers, case workers, and any other appropriate officials. While the focus of the CDTI is training, the specific target during the first three years was documentation of career development training needs and development of the institutional capacity of individual states to deliver career development training information to persons in need of it. Years four and five were oriented primarily to the development of training curricula and career development resources. Beginning in the sixth year, effort was made to update products, expand training and continue research.

Through out the tenure of the CDTI, funds appropriated by Congress for this purpose have been divided by NOICC between the Institute, which does the capacitating, and the states that are to be capacitated. Training provided includes both in-service and pre-service activity (in-service training directed to persons already working in the field; pre-service training directed to those at the post-secondary level who are preparing to become professional counselors).

This represents the last report to the Board, as it is currently constituted. The Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998, calls for an entity like NOICC to be established in the US Department of Education. Therefore, this final CDTI report identifies programs that will be completed by June 30, 2000 and speaks to issues related to the continued delivery of CDTI products and training.

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III. ORGANIZATIONAL STRUCTURE

In the first three years, as the result of a competitive process, the "Institute Without Walls" was managed by the University of South Carolina in Columbia. Two other institutions, the Center on Education and Work at the University of Wisconsin at Madison and the Continuum and Adult Career Counseling Center at Oakland University in Rochester, Michigan, collaborated in the design and delivery of CDTI services and products. In Program Year 1996, also the result of a competitive process, four partners joined the Career Development Training Institute: the International Training Academy at the University of Colorado, Denver; the Educational Resource Information Clearinghouse for Counseling and Student Services (ERIC/CASS) at the University of North Carolina, Greensboro; Kobylarz and Associates in Connecticut; and the Center for Career and Work Related Education at Highline Community College in Washington State. In year four, to simplify contracting and reporting procedures, NOICC assumed management responsibility and now channels grant monies to CDTI entities either directly or through the SOICC.

A CDTI Board assists NOICC and CDTI staff in developing the career development training agenda. Organizations making up the Board also assist NOICC and the SOICCs in developing resources and delivering training. The Board has 14 voting members, each of whom represents a particular career or workforce development organization. A

representatives of the U.S. Department of Education, Office of Vocational and Adult Education participates on a non-voting basis. (A list is attached.) The Board meets once each Program Year. Juliette Lester, Executive Director of NOICC, was chair during the first three years of the project. She was succeeded by Jane Goodman, representing NCDA. Lee Richmond, the ACA representative, is the current Chair.

NOICC has also convened a State Resource Group. This group is made up of seven SOICC Directors, each representing SOICCs from a specific geographic area (Far West, Southwest, Midwest, Northeast, Mid-Atlantic, Southeast, and the Territories.) The State Resource Group addresses the role of the CDTI, suggests priorities for State career development training plans, and makes recommendations on how CDTI and State planning efforts can best be aligned to complement and support each other. An elected member from this Group, Nancy MacCormac, attends and participates in meetings of the CDTI Board. The State Resource Group did not meet this year since NOICC will not be in existence after June 30, 2000.

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IV. PROGRAM INITIATIVES AND ACHIEVEMENTS

A. Career Development Facilitator (CDF) Curriculum

1. Background

The Career Development Facilitator Curriculum was developed at the Oakland University CDTI located in Rochester, Michigan. The CDF Curriculum enhances the skills and increases the knowledge of non-Masters level staff working in workforce/career development settings and, by so doing, increases their ability to provide improved career development services. Curriculum development came after Oakland University documented the fact that many individuals performing career development assistance services have received little or no training in career development theory and practice and work without supervision by a person so trained.

In Program Year 1998 (July 1, 1998 through June 30, 1999), there have been two priorities: first, to increase the number of instructors prepared to teach the CDF curriculum; and second, to make revisions and update the CDF curriculum. One of the previous year's priorities, to secure National certification for persons who successfully complete the CDF course, is now bearing fruit. Currently, there are almost 500 nationally certified CDFs. These goals have been accomplished in partnership with the National Career Development Association (NCDA) and the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors.

2. Current Activity Status

Through NCDA, the following continues to be accomplished:

- The number of CDF Instructors on the NCDA CDF Instructor registry continues to expand. This Registry contains the names of all instructors certified in the CDTI CDF curriculum. Registry Instructors agree to requirements that ensure quality curriculum delivery. Currently, there are 162 CDF instructors on the Registry.

- Ten instructor training workshops, including four NCDA sponsored regional workshops, have been held since July 1, 1998. One hundred and forty persons have participated.
- Thirty-one counselor educators and National Certified Career Counselors (NCCC) were trained in the "fast track" CDF Instructor Rapid Entry Program on June 29, 1999. Judy Ettinger and Jo Hayslip, with assistance from JoAnn Harris-Bowlsbey, Juliet Miller, and Louise Vetter, were the trainers. Howard Splete sat in on the training as did four "auditors" from Japan. Each participant received a copy of the CDF Curriculum. Handouts consisted of copies of the CDF Code of Ethics, the CCE listing of the 12 CDF competencies and appropriate materials from the sections of the original curriculum that were selected for the Professional Development Institute.
- The NCDA home page (www.ncda.org) continues to provide information about the CDF program, maintains a list of CDF instructors and master instructors, and offers information about locations where CDF instruction is being given.
- A new student textbook is being written under a contract with NCDA. Revisions are being made to the draft and the document is being edited. The goal is to publish the textbook with a companion instructor manual this winter. NCDA is planning to convene a small group of the CDF Master Trainers to revise the current instructor training curriculum, based on the new student textbook, instructor manual, and an Internet workbook. The textbook, workbook and instructor's manual will include revisions based on instructor and other NCDA and NOICC staff feedback.

Through CCE, the following has been accomplished:

- A National Career Development Certificate has been created. Candidates who have completed CDF training can apply for the credential upon providing evidence of meeting the education and experience requirements and agreeing to adhere to a CDF Code of Ethics and Scope of Practice.
- CCE has been processing applications since January 1, 1998. Almost 500 CDFs have been certified.
- CCE through a contract with NCDA is developing a competency based CDF examination. Funding for this was provided by NOICC. The test items have been completed and CCE plans to administer an exam assessing all 12 competencies. This test can be the basis for administering a national CDF examination.

Additional developments:

The original CDF curriculum and past revisions, edited by Judy Hoppin and Howard Splete, will become available through the International Career Development Library (ICDL). That text may be downloaded and/or printed.

In related developments, the CDF curriculum is being adapted by the National Institute of Corrections (Department of Justice) for use with correctional personnel in State and Federal prisons. The Bureau of Prisons (also Department of Justice) has independently

expressed interest in seeing the Student Textbook as soon as it is available. The CDFC has also been exported to Canada, where it is administered by the Canadian Career Development Foundation. In Japan, the CDFC is being adapted for use by two private companies: Nippon Manpower and RECRUIT, LTD.

3. Issues

The overriding issue to be addressed is how to ensure continued curriculum improvement, support CDF instructors, and expand the program after this program year when NCDA will be assuming these functions without NOICC financial support. Additional effort may be required to support efforts by states to utilize the CDF program with front line staff in One-Stop Career Centers.

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B. Labor Market Information Curriculum Development and Training

1. Background

An ongoing CDTI mandate is to assist professionals in using labor market information effectively. The *Improved Career Decision Making in A Changing World* (ICDM) curriculum and training is the oldest and one of the most successful programs offered by the NOICC/SOICC Network. SOICCs reported 7,500 individuals were trained during the last Program Year. The CDTI at the Center on Education and Work at the University of Wisconsin-Madison provided leadership in developing and updating the *ICDM* curriculum. The Wisconsin Center has also developed a CD-ROM version of ICDM that contains six to eight hours of instruction.

A significant extension of *ICDM* training took place when NOICC staff assisted the Labor Market Training Institute in South Carolina in developing a four day hands-on training program on the use of LMI in One-Stop Career Centers. That curriculum, in turn, was the model from which NOICC developed an LMI Desk Reference for use by National and regional Job Corps staff and by Center and contractor employees.

2. Current Activity Status

The SOICCs continue to provide ICDM training at the state and local level. NOICC has developed a separate training module that covers electronic and web-based career and occupational information resources developed since the revised ICDM texts were published. The ICDM texts will shortly be made available through the International Career Development Library.

The *One-Stop and LMI: Train the Trainers* curriculum for use with One-Stop Career Center staff continues to be offered by some State LMI units and SOICCs trained to deliver the same. SOICCs reported that 9,200 people were trained during the past program year. NOICC staff, working with Les Janis of the Georgia Career Information System, delivered ten sessions of training to Job Corps center and national office staff on use of the Job Corp LMI Desk Reference. There is continued interest by the Job Corps to expand this effort. Other government organizations, such at the National Institute of Corrections and Bureau of Prisons, have expressed interest in creating a similar LMI handbook.

NOICC has developed a one-day O*NET introductory curriculum for O*NET users which can be used as stand-alone training and/or as a supplement to the ICDM and CDF Curricula. This O*NET training curriculum has been piloted to good review and will also be available through the International Career Development Library.

3. Issues

The primary issue related to LMI training is one of continued delivery after NOICC ceases to exist and whether or not the new entity in the Department of Education can support this kind of effort without violating WIA non-duplication requirements.

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C. The Real Game Series

1. Background

In 1995, NOICC began collaboration with several Canadian organizations to make available to 7th and 8th grade students a classroom career development game called *The Real Game*. The Canadian partners included The National Life/Work Centre (a private non-profit company), The Real Game, Inc. (a private for-profit company), and Human Resources Development Canada (a Federal agency). NOICC reviewed the initial design, set up pilot tests, shared in the final design, and adapted the Canadian model for use in the U.S. The U.S. version was released through the SOICCs in March, 1996. By the end of the first year, *The Real Game* was being used in 10,000 classrooms across the United States and Canada.

Since that early effort, NOICC and SOICC representatives have been involved in the creation of five additional games: *The Play Real Game* (Grades 3-4), *The Make It Real Game* (Grades 5-6), *The Be Real Game* (Grades 9-10), *The Get Real Game* (Grades 11-12), and *Real Times, Real Life* (Post Secondary and Adult). The individual games are based on the *National Career Development Guidelines*, linked to NOICC's several career development portfolios, and compliant with ASCA's *National Standards for Counseling Programs*.

The assumption that underlies all games in the series is that learning should be fun. All versions in the series stimulate learning through the use of simulated life experience. Much of the learning is cooperative. All learning styles are accommodated. Learning objectives for each unit are specified, together with learning indicators. Because of the care with which each game has been designed, activities may be readily integrated into such academic curricula as language arts, personal planning, social studies, fine arts, math, science and technology.

NOICC and the SOICCs have been involved in the development of this series from conception to training, have shared in the development of brochures and newsletters, and have taken the lead in design and delivery of training. With regard to training, NOICC has developed training manuals and materials, speaker's guides, and PowerPoint presentations and set up training registries.

The American School Counselor Association has, from the beginning, played a major role in conducting facilitator training. Canada and the U.S. have set up a single international Real Game web site (www.realgame.ca) for use by countries using the series. Other countries that have adopted the series include England, Australia, New Zealand, France, and Germany. These countries are using U.S. and Canadian materials as models as they develop their own Real Game programs.

2. Current Activity Status

NOICC continues to sell *The Real Game* at a consistent rate of several thousand copies a year. Current versions for sale are: *Real Times, Real Life* (Post Secondary/Adult), *The Real Game* (Grades 7-8), *The Make It Real Game* (Grades 5-6), and *The Be Real Game* (Grades 9-10). NOICC is also cooperating with the National Life/Work Centre and The Real Game, Inc. to update, revise, and enhance *The Real Game* and all its supportive materials. *Real Times, Real Life* is also undergoing substantial rewriting. The revised kits will be available late winter and early spring.

3. Issues

It is important to develop a continuation plan for all aspects of *The Real Game* series. This includes production and distribution of the U.S. versions, ongoing training of instructors, ensuring instructor quality through the administration of Instructor Registries, and the revision and updating of materials as appropriate.

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D. International Career Development Library

(Formerly the Virtual Career Development Library)

1. Background

The International Career Development Library (ICDL), formerly called the Virtual Career Development Library, is a Web-based library that offers collection of public domain and other free documents and multimedia related to career development. It has been developed by and is housed and maintained at the ERIC/CASS Center at the University of North Carolina at Greensboro. The library is primarily directed toward professionals in the field who are searching for career development resources and "best practices." The goal of the library is to provide resources that assist counselors, career facilitators, educators, librarians, and others locate and obtain materials that will assist them in enhancing their career development efforts in schools, one-stop career centers, community based organizations, and other settings. The URL for the library is: icdl.uncg.edu

2. Current Activity Status

In 1999, the library has been totally redesigned to provide more resources and more flexible access to the library holdings. Interactive features including database searches and commentary by library patrons on special papers commissioned for the library have been added. The library includes the following services as of November 1999:

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- **Catalog Search**: All holdings in the library have been stored in databases with abstracts prepared for each holding. All holdings are available in their entirety to be read online or downloaded and saved by the patron.
    - **Complete Catalog Search**: This search scans the abstracts of all library holdings in the library. You can search by keywords, author, and date. This search covers all library resources regardless of format, e.g., html, pdf, etc. Users can search the full catalog of holdings for documents in a variety of formats (html, pdf, etc.).
    - **Free Text Search**: This search scans the full text of all html holdings in the library and providing an extensive search of the html resources.
    - **Scroll and Search**: allows customers to scroll all holdings of the library using four different indexes: title, author, date, or topic.
- **Papers & Commentary**: Provides an online forum allowing users to read special papers contributed to the library and then offer their comments online. Reactions and comments from other patrons may also be read. This feature provides a more interactive participatory experience to patrons and affords an opportunity to keep current on key issues in the field.
- **Reference Room**: Provides links to online journals, periodicals, libraries and research centers, professional associations, selected web sources related to job search and career planning.
- **Training Center**: Currently this room provides links to training registries related to the Career Development Facilitators Curriculum and The Real Game. In the future it will include training packages that may be downloaded for use by trainers; for example the recently developed O*NET training package sponsored by O*NET will be available for downloading. More ambitiously, we hope to add online training modules on selected career development topics in the training center.
- **Member Services**: Patrons may register for an optional library card that provides special features including:
    - Allowing the user to comment on special papers
    - Receive e-mail notices when new papers are posted in the library (optional to user)
    - Receive notification of additions to the library holdings in up to 15 established areas of interest (optional to user)
- **Document Submission**: Provides procedures for practitioners in career development and others to submit new holdings to the library.
- **What's New**: Keeps patrons current on additions to library, new features, new papers, etc.

3. Issues

Issues to be addressed during the current year include how to significantly expand the library holdings this year, establish operational procedures for ongoing expansion of library holdings; market the ICDL, develop additional potential features of the ICDL and identify strategies to finance the ICDL in future years. It is imperative that alternative funding resources be sought from associations, the Department of Education, and other possible sponsors.

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E. The National Career Development Guidelines (NCDG)

1. Background

The *National Career Development Guidelines* represent the template for counselors, educators and workforce development professionals to set goals, objectives and outcomes for their programs. Development of the Guidelines began when vocational education and career guidance professionals identified a need to develop career development competencies and indicators that could be used as the basis to develop comprehensive career guidance programs. The NCDG project was initiated by NOICC in 1986. Today the National Guidelines are being used in at least 45 states to enhance the career development components in a wide range of career, counseling and School-to-Work and workforce development settings.

In 1996, the original five handbooks for local level NCDG were revised, updated and combined into a single publication, *National Career Development Guidelines K-Adult Handbook 1996*. The new handbook contains most of the information in previous local handbooks updated to reflect usage in new initiatives such as One-Stop Career Centers and School-To-Work systems. The NCDG assists career and workforce development organizations, educational institutions and private organizations in:

- Strengthening career and workforce development programs at all levels
- Enhancing student and customer achievement
- Adopting state and local career development guidelines
- Revising career and workforce development programs
- Improving career and workforce development through structured evaluation

New interest has been generated in NOICC's *National Career Development Guidelines* over the last several years. Increased interest has come both because of a perceived need for the identification of skills, learning objectives, and competencies and because all NOICC products and resources are explicitly related to the career development competencies identified in the Guidelines.

2. Current Activity Status

NOICC has introduced two new practitioner workshops, one addressing curriculum integration, and the other dealing with marketing.

During this period, NOICC has also collaborated with the National Life/Work Centre in Ottawa to adapt the Guidelines for use in Canada. The Canadian version has been published under the name "***Blueprint for Life/Work Designs***." The Japanese Department of Education has also created a Japanese version.

3. Issues

While the Guidelines will become a permanent part of the ICDL, continued efforts need to be made to document Guidelines usage, share this information with appropriate constituencies and continue to improve the competency-based career development product.

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F. State Guidance Supervisors Leadership Institute

1. Background

At the beginning of 1998, a number of representatives of the State Guidance Supervisors community approached NOICC to assist with the development of a State Guidance Supervisors Leadership Institute. The primary intent is to strengthen the ability of State Guidance Supervisors to advocate for their positions and functions in State departments, State legislatures, and the Congress of the United States. It was believed that strong relationships with SOICC directors might help.

2. Current Activity Status

NOICC has provided the Consortium of State Guidance Supervisors with a small grant to conduct a joint meeting of state guidance supervisors and SOICC directors. The purpose of this meeting was to develop a plan to establish a State Guidance Supervisors Leadership Institute, identify funding support and develop funding proposals to accomplish this, and establish a closer working relationship between State guidance supervisors and SOICC directors. The meeting was conducted in November 1998. Currently, the Consortium is engaged in developing a program framework for the Leadership Institute and creating a research plan for evaluating the impact of comprehensive guidance programs on student behavior. The framework will be shared with all states and territories.

A "white paper" related to this project can be obtained by writing to:

Harry Drier, Executive Director
National Consortium of State Career Guidance Supervisors
1900 Kenny Road
Columbus, OH 43210

3. Issues

State guidance supervisors will need to continue the effort to establish a Leadership Institute. However, the primary issue concerns the "entity" that replaces the SOICC and the relationship that may be developed between that entity and State guidance supervisors. The fact that in some cases both will be located in or related to their respective State vocational education agency may facilitate that relationship.

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G. 1998 Career Development Training Institute and NOICC Training Support Center

1. Background

The NTSC, formerly located at the Oklahoma Department of Vocational and Technical Education in Stillwater, Oklahoma, has been transferred to Highline Community College and its Center for Learning Connections in Des Moines, Washington. The Center has, subsequent to the transfer from Oklahoma, assumed all support functions to the CDTI and, as a result, handles all logistics related to meetings, manages all aspects of the

NOICC training agenda, publishes and distributes all CDTI-related resources, and administers the NOICC training Web site.

2. Current Activity Status

The following training activities are planned or have been completed by the Training Support Center for Program Year 1999:

Facilitator Training

Real Times Real Life – 5 training sessions
Make It Real - 5 training sessions
The Real Game – 5 training sessions
Be Real Game – 5 training sessions

The American School Counselor Association is partnering with NOICC to implement this training for the *Make It Real, The Real Game* and *Be Real Game*.

NOICC will be providing one National Guidelines training session and, possibly, one additional session each of the new Guidelines practitioner training curricula. NOICC may, depending on availability of resources, conduct additional sessions of O*NET training. Once FY '2000 appropriations are settled and agency budgets firmed up, additional training requests may be forthcoming from the National Institute of Corrections, the Bureau of Prisons, and Job Corps.

3. Issues

The most pressing concern for the CDTI, given the imminent demise of NOICC, is the continued authority and administrative flexibility of that entity that replaces NOICC to allow for the continued development, publication, and sale of career development resources and for the continued delivery of training through a variety of agents. Needed is the ability of that entity to fund the travel of non-Federal employees, enabling them to meet to provide input to improving training and training related products, contract outside the government for product publication and fulfillment functions, enter into financial agreements with private and public sector entities, charge fees for training and other services, and expend income without further appropriation.

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H. Competencies for Workforce Development Professionals

1. Background

In 1998, several CDTI member organizations, specifically the National Association of Workforce Professionals (NAWDP), the International Association of Personnel in Employment Security (IAPES), and the National Career Development Association (NCDA), joined together to establish a common set of professional competencies which could be universally applied to their respective memberships. The hope was that once competencies were identified, the training offered by the several organizations could be organized accordingly and made available to all the members of these associations. NOICC was asked to facilitate.

2. Current Activity Status
To date, the group has agreed upon a set of general competencies which all such professionals should possess, a set of additional competencies required of persons delivering direct service to customers, and the additional specialties for which competency lists need to be created. These competencies have been endorsed by the respective governing boards. In addition, the boards have agreed to create a Council of Workforce Development Associations devoted to professional development.

3. Issues
Without the facilitation provided at no charge by NOICC, further activity has been discontinued pending receipt of financial support for limited staffing and meeting and travel costs.

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I. Gallup Poll Survey
1. Background
Over the years, NOICC has collaborated with NCDA to sponsor three surveys on work and career needs. In each case, the poll was conducted by the Gallup organization. The last survey, conducted in 1993, investigated the career needs of the American worker and the access workers' have to career development resources. The report, entitled "Learning to Work," was authored by Kenneth Hoyt and Juliette Lester. It appeared in 1995.

2. Current Activity Status
NOICC and NCDA again joined together in 1999 to sponsor a fourth poll. In June of 1999, the Gallup organization conducted a national survey of 1,003 adults, 18 years of age or older. The major thrust of the survey was to document how individuals enter, move through, and exit the world of work, with some emphasis on contingent workers and globalization of the marketplace. Several items relating to career development and career information that had been used in previous surveys were included to provide continuity across a decade. The Gallup organization has presented to NCDA and NOICC a report entitled "National Survey of Working America." A panel chaired by Nancy Schlossberg, President of NCDA, will present and discuss that report at the NCDA Annual Conference in Pittsburgh in June, 2000.

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V. SOICC Achievements
During the PY 1998 SOICCs reported 55,175 individuals received career development training related to CDTI initiatives. In PY 1999, SOICCs plan to train 64,926 individuals – an increase of approximately 9,000 from the previous year. Planned training will cover: *The National Career Development Guidelines* (NCDG); portfolio facilitation; Employee Career Development (ECD); Improved Career Decision Making (ICDM); Workforce in Transition (WIT); The Real Game Series including: The Real Game, The Be Real Game, The Make it Real Game, The Get Real Game and Real Times, Real Life; Career Development Facilitators Curriculum (CDF); Career Information Delivery Systems (CIDS); Occupational Information Systems (OIS); Labor Market Information and other

miscellaneous training related to career development. The variety and scope of capacity building to be provided by the SOICCs follows for PY 1999:

- 9 SOICCs will train 1,350 in Career Portfolios
- 8 SOICCs will train 1,010 in *ECD*
- 21 SOICCs will train 1,746 in *NCDG*
- 30 SOICCs will train 7,317 in *ICDM*
- 33 SOICCs will train 17,028 in *CIDS*
- 19 SOICCs will train 2,154 in *OIS*
- 7 SOICCs will train 515 in *WIT*
- 23 SOICCs will train 2,612 in *The Real Game*
- 3 SOICCs will train 300 in *The Be Real Game*
- 2 SOICCs will train 160 in *The Make It Real Game*
- 4 SOICCs will train 230 in *The Get Real Game*
- 21 SOICCs will train 1,280 in *Real Times, Real Life*
- 16 SOICCs will train 909 in CDFC
- 19 SOICCs will train 11,940 in *LMI*
- 8 SOICCs will train 12,120 in *Career Development*
- 15 SOICCs will train 3,990 in a variety of integrated career development training programs.

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Termination of NOICC

During the 1998 legislative session, the Congress replaced the Job Training Partnership Act (JTPA) with the Workforce Investment Act (WIA) and introduced significant amendments to the Carl D. Perkins Vocational and Technical Education Act (Perkins Act). The WIA, in effect, transferred NOICC's occupational information functions to the Secretary of Labor, Bureau of Labor Statistics (BLS), and the Employment and Training Administration (ETA). The Perkins Act moved NOICC's career development authority to the Department of Education, Office of Adult and Vocational Education (OVAE). In so doing, the Congress reinstituted the situation that existed prior to the establishment of NOICC and because of which NOICC was originally created in 1976. DOL and ED databases and information systems have been once again separated.

While WIA included sufficient funds to cover information systems and functions transferred to Labor, no appropriation was made for the career development functions going to OVAE. The result of Congressional action is that continuation of the NOICC/SOICC Network and its career development products and services were left dependent on the appropriation to OVAE of funds specifically earmarked for that purpose.

States have responded to potential termination of the NOICC/SOICC Network in different ways. A number of SOICC Directors have found alternative employment. Many SOICCs located in state LMI units have ignored career development activities on the assumption that these activities will either be discontinued or assigned to State vocational education offices in the future. Some jockeying at the state level between LMI

units and vocational education offices also took place as states sought to decide where career development functions would be located should an appropriation be forthcoming. A number of SOICCs continued operations as usual.

NOICC has sought to focus on completing active projects, primary among them The Real Game Series of products, the CDF Curriculum, the NCDG practitioner curricula, O*NET training, Job Corps training follow-up, the International Career Development Library, and the State Guidance Supervisors Leadership Institute. Continuation of the "competencies project" has been put on hold, pending identification of financial support.

Should all the work planned for Program Year 1999 be completed, NOICC will have in place at its demise on June 30, 2000, the following:

- NCDG: 1) A revised *NCDG K-12 Handbook* (1996), 2) a revised *Trainer's Manual* (1999) expanded by practitioner curricula on "Curriculum Integration" and "Marketing," and 3) accessibility to all Guidelines via the ICDL (1999).
- ICDM: 1) A revised *Practitioners Reference Guide* (1996) and *Trainer's Manual* (1996), and 2) a supplement covering electronic data sources (1999), and accessibility via the ICDL (1999).
- CDFC: 1) Accessibility to an updated original CDFC (1999) via the ICDL (1999), 2) a Student Textbook (1999), 3) an Internet-based Student Workbook (1999) and Instructor's Manual (1999), 4) a CCE administered certification program, including a national qualification test (1999), 5) an NCDA administered instructor training program, including a Trainer's Registry and list of instructional sites, 6) a CDFC adaptation in use by National Institute of Corrections, and 7) CDFC adaptations in use in Canada and Japan.
- The Real Game Series: 1) A series of Real Game versions extending from grades 3-4 through post secondary and adults, 2) accompanying brochures, crosswalks, informational appendices, and facilitator training curricula for each version, 3) a trainer registry and train-the-trainer curriculum, and 4) a single international web site providing information about the series and related training.
- One Stop Career Centers: A week long hands-on LMI Training Curriculum for One Stop Career Center staff.
- Job Corps: 1) A functioning CIDS in every Job Corps Center, 2) a copy of the *Job Corps LMI Desk Reference* on the desk of every Job Corps Center staff member, and 3) a one-day introduction to occupational and labor market information and its uses.
- ETA Regional Offices: 1) A three-day LMI training curriculum for ETA Regional Office staff, and 2) a library of occupational and career information resources in each ETA Regional Office.
- Corrections: 1) A *Certified Workforce Development Corrections Specialist Curriculum* and 2) a Federal Bureau of Prisons adaptation of *Workforce in Transition* for use by prison inmates.
- O*NET: 1) A one-day introductory curriculum for O*NET users, and 2) a supplement to the ICDM and CDF Curricula.

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- State Guidance Supervisors: 1) A white paper stating the purpose of the State Guidance Supervisors Leadership Institute, 2) a published program framework for the Institute, and 3) a research design for determining the impact of comprehensive guidance programs on student behavior.
- Workforce Development Professional Competencies: 1) An agreed upon list of general competencies which all workforce development professionals should be expected to meet, and 2) a set of agreed upon competencies for the Direct Customer Service specialty.

NOICC will, in addition, provide to the Department of Education and the Office of Vocational and Adult Education, a detailed accounting of CDTI products and services, the decisions that need to be made, and the actions required to continue delivery of the same on July 1, 2000 and after.

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